

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	0.000	Custodial	2.000000	Salaries	\$1,976,918	96%
Weighted	0.000	Exempt	0.000000	Supplies, Equip., Services	\$88,675	04%
Regular	0	Support	5.400000			
		Teacher	<u>14.127000</u>			
Year Opened	1908	Total	21.527000	Total	\$2,065,593	100%

School Philosophy

At Norwood School we create a welcoming, vibrant and flourishing community by fostering partnership, collaboration and citizenship. We build capacity for life long learning by helping students become engaged learners, who are expressive, joyful and empowered.

Community Profile

Norwood School is a member of the City Centre Catchment, which consists of six city centre schools that work together on a collective vision; combining resources, energy and talent to create enriched opportunities for the students it serves. Norwood School welcomes families from the Alex Taylor and McCauley communities and works to make Norwood feel like "home" for all. To support our work we are very fortunate to be an All in for Youth site which provides access to a Mentorship Coordinator, a part time Roots & Wings worker, as well as a 0.5 Family Therapist. A morning snack and a fresh food model lunch are available for all students through our partnership with E4C School Lunch Program, and is funded through Alberta Education. Interagency involvement and the support of many strong Norwood alumni and community supporters are critical to meeting the diverse needs of our students. We are also very fortunate to have the dedication and support of our small but mighty parent group Parents Actively Creating Educational Experiences Society.

Programs and Organization

Regular Inclusive Programming: Full Day Kindergarten - Grade 6. Along with being an All in for Youth site, we provide high quality instruction in literacy to support students becoming expressive, empowered and joyful readers and writers. We work together with community agencies such as START2FINISH, Boys and Girls Club, Big Brothers & Sisters of Edmonton, the Edmonton Public Library and e4c to promote afterschool activities for our students. Norwood also works with the Jane Goodall Society, and has become one of the Canadian Roots & Shoots Schools. Norwood parents and staff highly value the influence of the arts, culture and nature on helping students become citizens who can engage in all aspects of society.

School Community Relationships

We would like to acknowledge the following community members who have helped to foster the growth and success of our students:

Alberta Health Services, Boys & Girls Big Brothers Big Sisters, E4C, Edmonton Chinese Lions Club, Government of Alberta Correctional Services, Kinette Club of Edmonton, Norwood Masons, Rotary Clubs, Start2Finish, The Family Centre, Vanguard College, Weldco

Division Priorities 2018-2022

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

Based on the three SMART goals that were established for 2019-2020, report on the results you achieved (with evidence, including referencing the School's Accountability Pillar results, if applicable) and describe how achievement of the goal supports the above Division's Priorities that were in effect when the goal was set.

By June 2020, Norwood students will demonstrate measurable growth in the area of literacy, with a specific focus on reading comprehension, as measured by PAT data, BAS Instructional Levels, classroom assessments and teacher professional judgment (informed by observation, conversation and student products). (Priority 1 & 2)

Results Achieved:

At Norwood School, 86% of students who were in attendance from September to March demonstrated measurable growth in their reading comprehension, as measured by BAS assessments. When we look at our entire population, including students who were not necessarily in attendance for the entire 7 month period, we saw that 78% of students showed measurable growth through the BAS assessment. Although we know that we still have much work to do in the area of literacy, we are extremely proud of the high quality of instruction in all classes. All of our teachers use the Teacher's College Reading and Writing Project (TCRWP) approach to guide their reading and writing instruction, and we continue to build on our capacity to scaffold instruction for all classes.

From March to June 2020 we pivoted to emergent remote learning as a crisis response to the pandemic. During this time, students continued to have access to leveled reading material online, which allowed our intervention teachers to continue to work with students. During this time, teacher assessments note that students continued to demonstrate growth in sight word vocabulary, decoding strategies, self-monitoring, as well as reading comprehension. Many students at first were hesitant to share their thoughts and reflections on their reading through the online format, but over the course of the continued intervention support, students opened up and became more expressive.

As part of our re-entry work in August, strategies were put in place to ensure that each student has engaging texts / books to read at their independent reading level. This includes ensuring that readers at levels A-J have approximately 10 books each for daily reading which are changed weekly. Those reading at higher levels have 2-3 books available. Both fiction and non-fiction books are available at all levels, and processes for sanitizing books are in place. As well, processes for assessing student reading, both in person and online were planned to support teachers, with COVID-19 protocols aligned as needed.

Continued work on improving reading and writing growth for our students will remain a focus at Norwood School. We continue to use assessment tools, such as the Fountas & Pinnell BAS and on-demand writing continuum tasks, to not only derive an independent reading level, but to discover specific ways to support each student in their reading comprehension journey. This focus will allow us to continue to provide opportunities for Norwood students to become empowered, expressive and joyful learners.

By June 2020, Norwood students will demonstrate measurable growth in mathematics, with a specific focus on number sense and number operations, as measured by PAT data, MIPI data, classroom assessments and teacher professional judgment (informed by observation, conversation and student products). (Priority 1 and 2)

Results Achieved:

Early in the year, students in grades 2-6 completed the Math Intervention Programming Instrument (MIPI), which showed us that 47% of our students were able to achieve 60% or higher on this assessment. Our staff worked together to analyze the information provided by the MIPI, and identified key areas, such as number sense and operations, to focus on for improvement. Our teams also identified the continued need to build academic vocabulary throughout all subject areas. Focused work included Math Word Walls, small group work to support vocabulary, and increased vocabulary development in guided math centres.

From March to June, students continued to develop their numeracy skills online. One tool that was consistently used across the grade levels was the online program Mathletics. Teachers were able to delve deeper into the analytical side of the resources, and will continue using it to support their instruction this year as well. As part of our

re-entry work in August, protocols for the safe use of manipulatives and ways to incorporate the guided math centre work were established, as access to both of these is essential for our student's learning.

Moving forward, we will continue to focus on the data provided through the MIPI and other teacher assessments to drive our intervention and teaching practices. Many teachers are involved in an inquiry professional growth plan to use the First Steps in Mathematics resource to further develop their ability to use diagnostic and formative assessments to drive their instruction. Teachers will continue to apply knowledge of scaffolding as well as using structure from reading and writing workshops, such as mini lessons, strategic groups, and guided math groups. As well, teachers are continuing to foster a love of math/numeracy through the use of math games with common materials such as playing cards and dice, which allows students to transfer this learning and practice to their home.

By June 2020, all Norwood staff will enhance their instructional practices through engagement in research focused catchment collaboration and job embedded professional learning.

This will be measured by the Accountability Pillar, surveys, staff participation at catchment and individual professional learning opportunities, teacher reflective feedback, and oral stories and conversations shared by community and family members. (Priorities 2 & 3)

Results Achieved:

Throughout the year, 100% of our full time staff participated in an action-research based model of professional development. Staff first created a driving question, and then were matched with catchment colleagues interested in researching within the same topic. Staff had 5 catchment opportunities to work together, as well as time worked into our monthly early Thursdays to research and learn about their area of choice. In May, catchment colleagues came together in graded groups to share their learning with each other.

Our Accountability Pillar data shows a strong correlation between this work and our growth as a school. Data in the "Preparation for Life Long Learning" and "Citizenship" both improved and are ranked in the very high range with results at 86.7% and 88.9%. Our "School Improvement" overall result also improved and is in the very high range at 89.5%. In "Education Quality" measure, the percentage of teachers, parents and students satisfied with the overall quality of basic education continues to surpass the provincial average with the school at 94.7% vs provincial average of 90.3%. In this area, parents have consistently for the past 4 years expressed 100% satisfaction. Within our catchment, our High School Completion rates increased by 9.8%, despite the interruption of in-person learning due to COVID-19.

Looking ahead to this year, Norwood staff will continue to enhance their instructional practices through engagement in research based inquiry professional learning. A few areas of focus that have been identified are building positive relationships with students and families, engaging students in an online environment, and using data based interventions and resources to support numeracy learning. Areas of focus are wide, however, they all connect to what is most important - student success through high quality learning opportunities supported by meaningful engaged students, families, staff and communities.

What were the biggest challenges encountered in 2019/20?

- Between September - March, many students who registered after the first day presented with significant diverse learning needs.
- Due to a high transiency rate, much of our data reflects less than one year of support.
- When we shifted to emergent remote learning in March, many of our families experienced challenges with being able to provide the necessary tools and support for their children to be able to interact with online material. We continued to connect with our families through google meets and phone calls, provided chromebooks to families, helped them get internet access through the Telus for Good program, and provided paper work packages when needed.
- New staff required support for their professional learning of the Teachers College Reading and Writing Project (TCRWP) approach. This is significant learning for a new teacher and was supported by our Literacy Coach/Assistant Principal.
- Many of the data sets used to monitor or measure growth were disrupted or incomplete for the 2019-2020 school year.

What was most important for your school community as you prepared for the 2020-2021 school year?

Norwood School is a true hub of our community, and as we prepared to re-enter in August, maintaining a positive and welcoming school environment, for both our in-person and online learners, as well as our parent community, while respecting and following the COVID-19 safety protocols became our focus. Our Norwood faculty have worked together to provide opportunities for all of our learners to connect, and to continue to build positive citizenship traits. We have looked at alternative ways to engage with our

Results and Implications

parents, including moving our first Parent-Teacher Conferences to a phone conference, which was extremely effective in quarter one. We have increased our communication on SchoolZone, through School Messenger and on our individual google classrooms, which every teacher, whether they teach in-person or online, has created. We have moved our assemblies to online google meets, and invite all of our community to celebrate with us during our monthly "Celebration of Learning". During this assembly, we celebrate all learners, including students from other schools who are connected to Norwood through a Norwood teacher. We strive to do this in a manner that supports each student's identity and their connection to their home school. Building positive relationships with students, families, staff and our community continues to be our focus moving forward.

Accountability Pillar Overall Summary
3-Year Plan - May 2020
School: 7156 Norwood School



Measure Category	Measure	Norwood School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	91.6	90.9	90.5	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	83.0	83.2	85.0	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	94.7	91.6	94.5	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.7	2.6	2.7	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
	PAT: Acceptable	57.1	58.3	66.1	73.8	73.6	73.6	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	PAT: Excellence	7.1	5.3	7.6	20.6	19.9	19.6	Very Low	Maintained	Concern
	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	86.7	75.0	87.9	84.1	83.0	82.7	Very High	Maintained	Excellent
	Citizenship	88.9	83.7	89.5	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	82.7	83.3	78.8	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	89.5	87.6	85.3	81.5	81.0	80.9	Very High	Maintained	Excellent

- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
 3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
 4. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
 5. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
 6. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
 7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
 8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
 9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
 10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

Division Priorities 2018-2022

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

The following SMART (Specific, Measureable, Attainable, Relevant, Time-Framed) goals have been established for the 2020/2021 school year. Select the Division Priority number that the goal supports from the drop-down box. Schools are to set one goal for each priority. Central DU's can set their goals around one or more priorities.

By June 2021, Norwood students will demonstrate measurable growth in the area of literacy, with a specific focus on reading comprehension, as measured by BAS Instructional Levels, classroom assessments and teacher professional judgment (informed by observation, conversation and student products).

Priority 1

By June 2021, Norwood students will demonstrate measurable growth in mathematics, with a specific focus on number sense and number operations, as measured by MIPI data, classroom assessments and teacher professional judgment (informed by observation, conversation and student products).

Priority 2

By June 2021, all Norwood staff will enhance their instructional practices through engagement in research focused collaboration and job embedded professional learning. This will be measured by the Accountability Pillar, surveys, staff participation at catchment and individual professional learning opportunities, teacher reflective feedback, and oral stories and conversations shared by community and family members. (This goal also addresses District Priority 3)

Priority 3

	2020-21 Spring Proposed		2020-21 Fall Revised	
Resources		2,065,593		2,065,593
Internal Revenue		0		0
REVENUE TOTAL		2,065,593		2,065,593
Classroom	12.127000	1,246,546	12.127000	1,246,546
Leadership	2.000000	248,208	2.000000	248,208
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	35,000	.000000	35,000
TOTAL TEACHER	14.127000	1,529,754	14.127000	1,529,754
(% of Budget)		74.06%		74.06%
Exempt (Hourly/OT)	.000000	20,000	.000000	20,000
Support	5.400000	275,730	5.400000	275,730
Support (Supply/OT)	.000000	10,500	.000000	10,500
Custodial	2.000000	134,935	2.000000	134,935
Custodial (Supply/OT)	.000000	6,000	.000000	6,000
TOTAL NON-TEACHER	7.400000	447,165	7.400000	447,165
(% of Budget)		21.65%		21.65%
TOTAL STAFF	21.527000	1,976,919	21.527000	1,976,919
(% of Budget)		95.71%		95.71%
SUPPLIES, EQUIPMENT AND SERVICES		68,752		68,752
INTERNAL SERVICES		19,923		19,923
TOTAL SES		88,675		88,675
(% of Budget)		4.29%		4.29%
TOTAL AMOUNT BUDGETED		2,065,594		2,065,594
Carry Forward Included		0		0
Carry Forward to Future		0		0